State of Maine - Bend the Curve

LEADING READING AND DISCUSSION MODULES
AT CI-P CLINICAL SUPERVISIONS

Selecting Readings:

- Should relate to CI-P work.
- Be assigned in advanced of Clinical.

Desired Outcomes: *This is not just a critique.*

1. Deeper understanding of the author's point(s).
2. Ability to Relate content to CI-P practice and, more broadly, to work and life.

Prepare by:

- Read the material several times and identify the author's main points.
- Establish the reading objectives.
- Develop framework for stimulating discussion, using materials and methods appropriate to discussion.
- Develop and use *Detailed Design Notes to* map out your process for leading the group discussion.

In the Group:

1. Ask questions tailored to the audience and stage or juncture in their developmental process.
2. Create the hunger – ask provocative questions first or present a provocative statement for the audience to respond to.
3. Probe deeper and/or lead audience to probe deeper -- probe both the pros and the cons.
4. Acknowledge differing opinions.
5. Summarize and loop back to other questions.
6. Tie it all together.
7. Connect discussion(s) to CI-P work.
8. Leave them hungry (prepared or spontaneous) ending with a provocative question or point.

*** See attached: Leadership & Process guide, the Detailed Designed Notes template, and a prep/discussion flow chart. ***

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Role of the leader of a reading assignment:

As the leader of the discussion of a reading assignment, your general objective is to help your colleagues better understand the reading assignment by facilitating a conversation about concepts and issues expressed in or implied by the reading. You should plan a brief agenda/design that will help the group achieve the goal. Below are suggested elements of the design.

Process Hints:

- ❖ **State the objective** of the discussion and provide any needed background or orientation. DO NOT waste time giving a complete overview and summary of the reading.

- ❖ **Pick a starting question.** The best questions are neither too open-ended nor too limited. "Yes or No" questions halt discussion, and broad "What do you think about young people getting married?" questions are big de-motivators. The best questions are open enough to have a few possible right answers, yet closed enough that people know how to approach it and feel motivated to start talking. A great question might be, "In what ways does the author illustrate his/her point? In what ways does he/she succeed?"

- ❖ **Be prepared.** As the discussion leader, come into the meeting with several "big" questions. Be prepared to ask the next one when discussion dies down, when people need more food for thought. In a 2-hour discussion, 2-5 good questions should suffice. It is also good to have two or three smaller sub-questions for each main question.

- ❖ **Facilitate the discussion.** Start the discussion, guide it, and keep it on track. Get members involved. Write out the key questions you plan to ask to stimulate thinking and discussion. Arrange them in sensible order. The following is an example of a general set of questions that can help you lead a group to get a discussion going:

  - o How does the reading material change the way you think about a role (leader, manager, you, CI-P, etc), method, approach, technique, or concept(s)? Does it give you new a perspective on the topic?
  - o What is original about this reading material? How does it distinguish itself from other material you have read on a similar topic?
  - o Is the content helpful to you as CI-P, as a State worker, or as a person? If it is, in which role is it most helpful and how is it helpful.

- ❖ **Make arguments.** Don't just share your feelings. Nor just share your opinions without backing them up. If someone asserts, for example "All work is a process!" ask them why that is so, and discuss possible support or objections to their claim. Use the "Pros and Cons" model; argue for a position, and then argue against it. Which conclusion would hold up better in a court of law?

- ❖ **Move from the known to the unknown.** Good discussions depend on the ignorance of the participants. If you already know, how can you learn? If you feel you have answered a question, press deeper, to find another puzzle you don't yet understand, or move to the next area of interest.

❖ **Manage personalities.** Specifically ask the quieter members what they think of the topic; and, as kindly as possible, rein in the unrelentingly verbal members who don't let others speak. Make sure every participant has an opportunity to be heard.

❖ **Summarize as you go.** After discussing a particular point, for instance, for 20 minutes, stop, and ask the group, "OK, what have we said so far?" Recap and allow time to breathe, to re-gather thoughts, and start thinking again.

❖ **Tie it all together.** When the allotted time for the discussion is up (or when people are tired or ready to go), do a full summary of what you covered: "We …………. We agreed…………. We also said…………………. . But some of us disagreed with this and said that …......." etc. etc.   If you can't remember everything, that's OK.

❖ **Leave 'em hungry.** Close with a related question, a "suggestion for further research." This will give all involved something to think about for next time.
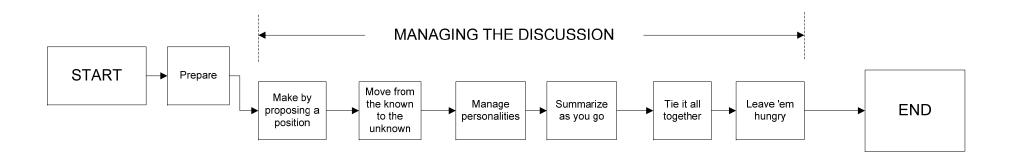
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Detailed Design Notes: Applied Lean Tools

P' = Participant   HO = Hand-out   FC = Flip Chart   PW = Participant Workbook

Time/Topic	Purpose and Method	Materials Resources
x:xx – x:xx (Time) **SEGMENT NAME** xx" (How much time are you allotting to this segment?)	**Purpose:** • (What is the purpose of this part of the agenda? What do you hope as an outcome for P's. Or, What will be achieved as a result?) **Methodology:** • (How will you achieve your purpose?) • (What precisely is your process, step by step?)	• (What materials will this part of the agenda require?)
x:xx – x:xx **SEGMENT NAME** XX"	**Purpose:** • P **Methodology:** •M	•
x:xx – x:xx **SEGMENT NAME** XX"	**Purpose:** • P **Methodology:** • M	•
x:xx – x:xx **SEGMENT NAME** XX"	**Purpose:** • P **Methodology:** • M	•

THE DISCUSSION PROCESS

MANAGING THE DISCUSSION

| START | Prepare | Make by proposing a position | Move from the known to the unknown | Manage personalities | Summarize as you go | Tie it all together | Leave 'em hungry | END |